

Michael C. Riley Elementary

200 Burnt Church Rd.
Bluffton, South Carolina 29910

Grades	PK-5 Elementary School	
Enrollment	669 Students	
Principal	Joshua Parks	843-706-8300
Superintendent	Dr. Phillip J. McDaniel, Interim Superintendent	843-322-2300
Board Chair	Dale Friedman	843-322-2356

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	38	42	3	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 26 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Below Average	Yes
2005	Average	Average	Yes
2006	Average	Below Average	No

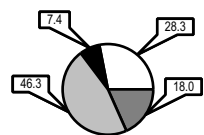
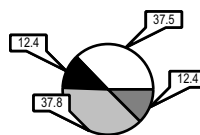
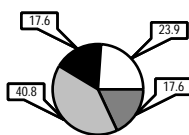
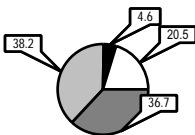
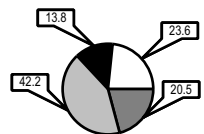
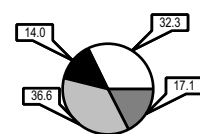
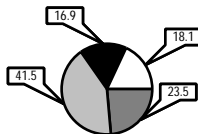
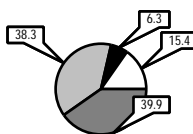
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	309	100.0	20.8	38.2	36.1	4.9	51.7	Yes	Yes
Gender									
Male	163	100.0	27.0	36.8	32.9	3.3	46.7	N/A	N/A
Female	146	100.0	14.0	39.7	39.7	6.6	57.4	N/A	N/A
Racial/Ethnic Group									
White	164	100.0	13.7	33.5	46.6	6.2	64.0	Yes	Yes
African American	58	100.0	31.5	42.6	20.4	5.6	35.2	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	84	100.0	29.6	43.7	25.4	1.4	38.0	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	264	100.0	13.1	39.8	41.8	5.3	58.6	N/A	N/A
Disabled	45	100.0	63.6	29.5	4.5	2.3	13.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	309	100.0	20.8	38.2	36.1	4.9	51.7	N/A	N/A
English Proficiency									
Limited English Proficient	66	100.0	38.2	47.3	14.5	0.0	25.5	Yes	Yes
Non-Limited English Proficient	243	100.0	16.7	36.1	41.2	6.0	57.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	138	100.0	32.8	38.5	25.4	3.3	39.3	Yes	Yes
Full-pay meals	171	100.0	12.0	38.0	44.0	6.0	60.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	309	100.0	24.3	40.3	17.7	17.7	47.9	Yes	Yes
Gender									
Male	163	100.0	25.0	36.8	19.1	19.1	51.3	N/A	N/A
Female	146	100.0	23.5	44.1	16.2	16.2	44.1	N/A	N/A
Racial/Ethnic Group									
White	164	100.0	14.9	36.6	24.2	24.2	62.1	Yes	Yes
African American	58	100.0	50.0	35.2	5.6	9.3	20.4	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	84	100.0	25.4	52.1	12.7	9.9	36.6	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	264	100.0	16.8	43.4	19.3	20.5	53.7	N/A	N/A
Disabled	45	100.0	65.9	22.7	9.1	2.3	15.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	309	100.0	24.3	40.3	17.7	17.7	47.9	N/A	N/A
English Proficiency									
Limited English Proficient	66	100.0	32.7	49.1	9.1	9.1	30.9	Yes	Yes
Non-Limited English Proficient	243	100.0	22.3	38.2	19.7	19.7	51.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	138	100.0	32.8	42.6	14.8	9.8	32.0	Yes	Yes
Full-pay meals	171	100.0	18.1	38.6	19.9	23.5	59.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	309	100.0	37.5	37.5	12.2	12.8	25.0
Gender							
Male	163	100.0	36.8	36.8	14.5	11.8	26.3
Female	146	100.0	38.2	38.2	9.6	14.0	23.5
Racial/Ethnic Group							
White	164	100.0	23.6	40.4	17.4	18.6	36.0
African American	58	100.0	66.7	20.4	5.6	7.4	13.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	84	100.0	45.1	45.1	5.6	4.2	9.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	264	100.0	32.0	40.6	13.1	14.3	27.5
Disabled	45	100.0	68.2	20.5	6.8	4.5	11.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	309	100.0	37.5	37.5	12.2	12.8	25.0
English Proficiency							
Limited English Proficient	66	100.0	56.4	38.2	1.8	3.6	5.5
Non-Limited English Proficient	243	100.0	33.0	37.3	14.6	15.0	29.6
Socio-Economic Status							
Subsidized meals	138	100.0	51.6	34.4	7.4	6.6	13.9
Full-pay meals	171	100.0	27.1	39.8	15.7	17.5	33.1

Social Studies							
All Students	309	100.0	28.1	46.2	17.7	8.0	25.7
Gender							
Male	163	100.0	28.9	43.4	16.4	11.2	27.6
Female	146	100.0	27.2	49.3	19.1	4.4	23.5
Racial/Ethnic Group							
White	164	100.0	18.6	49.1	22.4	9.9	32.3
African American	58	100.0	50.0	33.3	9.3	7.4	16.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	84	100.0	32.4	49.3	14.1	4.2	18.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	264	100.0	23.0	48.8	20.1	8.2	28.3
Disabled	45	100.0	56.8	31.8	4.5	6.8	11.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	309	100.0	28.1	46.2	17.7	8.0	25.7
English Proficiency							
Limited English Proficient	66	100.0	36.4	49.1	12.7	1.8	14.5
Non-Limited English Proficient	243	100.0	26.2	45.5	18.9	9.4	28.3
Socio-Economic Status							
Subsidized meals	138	100.0	35.2	48.4	12.3	4.1	16.4
Full-pay meals	171	100.0	22.9	44.6	21.7	10.8	32.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	117	96.6	13.4	35.1	42.3	9.3	51.5
	4	123	99.2	18.2	42.7	33.6	5.5	39.1
	5	114	98.3	21.1	53.7	24.2	1.1	25.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	100.0	8.8	36.3	47.5	7.5	55.0
	4	111	100.0	26.0	33.7	36.5	3.8	40.4
	5	112	100.0	25.0	44.2	26.9	3.8	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	117	100.0	22.8	54.5	19.8	3.0	22.8
	4	123	100.0	21.6	37.8	26.1	14.4	40.5
	5	114	100.0	24.7	44.3	18.6	12.4	30.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	100.0	25.0	50.0	17.5	7.5	25.0
	4	111	100.0	22.1	38.5	21.2	18.3	39.4
	5	112	100.0	26.0	34.6	14.4	25.0	39.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	117	100.0	35.6	42.6	17.8	4.0	21.8
	4	123	100.0	39.6	33.3	18.9	8.1	27.0
	5	114	100.0	41.2	35.1	10.3	13.4	23.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	100.0	40.0	45.0	8.8	6.3	15.0
	4	111	100.0	37.5	31.7	15.4	15.4	30.8
	5	112	100.0	35.6	37.5	11.5	15.4	26.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	117	100.0	18.8	59.4	13.9	7.9	21.8
	4	123	100.0	19.8	50.5	21.6	8.1	29.7
	5	114	100.0	32.0	46.4	12.4	9.3	21.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	100.0	28.8	47.5	20.0	3.8	23.8
	4	111	100.0	23.1	48.1	19.2	9.6	28.8
	5	112	100.0	32.7	43.3	14.4	9.6	24.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 669)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.9%	Down from 2.1%	2.9%	2.8%
Attendance rate	97.3%	Up from 95.8%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.5%	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.5%	0.2%	0.0%
Eligible for gifted and talented	24.4%	Up from 23.6%	14.4%	10.4%
On academic plans	35.5%	N/AV	28.3%	33.6%
On academic probation	12.8%	N/AV	0.0%	1.0%
With disabilities other than speech	8.1%	Down from 8.2%	7.3%	7.5%
Older than usual for grade	1.6%	Up from 1.2%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	51.9%	Down from 52.1%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	4.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	83.5%	Up from 82.0%	89.0%	87.3%
Teacher attendance rate	94.1%	Down from 94.7%	95.1%	94.9%
Average teacher salary	\$44,258	Up 1.3%	\$42,944	\$42,485
Prof. development days/teacher	14.3 days	Down from 14.4 days	13.0 days	13.3 days
School				
Principal's years at school	9.0	Up from 8.0	6.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 22.9 to 1	19.3 to 1	18.6 to 1
Prime instructional time	88.0%	Up from 87.6%	90.1%	89.7%
Dollars spent per pupil*	\$6,419	Down 0.2%	\$6,278	\$6,557
Percent of expenditures for teacher salaries*	71.2%	Up from 70.7%	65.3%	64.0%
Percent of expenditures for instruction*	73.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Michael C. Riley Elementary School achieved Adequate Yearly Progress in 2005, but not without a struggle. At first it was determined we had not tested 95% of our special education students. Our 2005 Annual School Report Card indicated the school had met 24 of 25 objectives but had not met AYP. Fortunately, we were able to demonstrate the 25th objective had been met because we in fact tested 100% of our students. In January 2006, the South Carolina Department of Education announced Michael C. Riley had achieved Adequate Yearly Progress for 2005.

Achieving AYP is a strong indicator that our school is making solid growth in student achievement. The use of student data to guide our instructional decision-making has become a routine practice in the school. The end of year Measures of Academic Progress (MAP) indicate that Michael C. Riley students in grades three, four and five are exceeding national averages for annual growth in math and reading achievement. However, we're far from satisfied. We're very much aware that too many of our African-American and Hispanic students have not yet achieved proficiency on the PACT. Closing the achievement gap continues to be a priority for our school.

Growth in student enrollment continues to be the dominant issue in Bluffton, South Carolina. Michael C. Riley's School Improvement Council collaborated with neighboring SICs to provide information to parents and the larger community on possible solutions to the overcrowded conditions in our schools. The Bluffton SICs united to recommend to the Beaufort County School Board a bond referendum to fund the building of additional schools. The citizens of Beaufort County passed the referendum on May 20th. The school district now has the funds to build one more elementary school and one more middle school in our community. The addition of the two new schools is anxiously awaited. However, we're very much aware of the need for our School Improvement Councils to keep the issues of growth and overcrowding in the schools in front of the public.

2005-2006 was a Red Carpet year for our school! In May, the South Carolina Department of Education recognized Michael C. Riley Elementary School as doing a superior job in providing customer service and creating a family-friendly environment. For our school, this was especially rewarding since this is now the second time in the award's history that Michael C. Riley has been selected.

We are grateful for the commitment the Michael C. Riley staff and community are making to the children and the school. It is this spirit of community that truly makes our school a special place for children to grow and learn.

Joshua Parks, Principal

Susan Hundley, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	107	60
Percent satisfied with learning environment	100.0%	92.3%	89.7%
Percent satisfied with social and physical environment	100.0%	86.5%	91.4%
Percent satisfied with school-home relations	97.8%	87.6%	94.8%

*Only students at the highest elementary school grade level at this school and their parents were included.